

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	C.3 Students will explain how the Constitution organizes the government of the United States.	
<b>Grade Level/Band Standard:</b>	2.C.3.2 Identify how local government services are funded.	
<b>Student Friendly Language:</b>	I can explain how local government services are funded.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>This standard is not previously addressed so students will need extra support with the abstract concept of taxes and the local government services.</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>Community members pay taxes which help the local government provide services.</li> </ul>	<ul style="list-style-type: none"> <li>Local government services enhance life for community members.</li> </ul>	<ul style="list-style-type: none"> <li>List government services.</li> <li>Explain how government services are funded.</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	
<ul style="list-style-type: none"> <li>Local government</li> <li>Services</li> <li>Taxes</li> </ul>	<ul style="list-style-type: none"> <li>We have no government services in our town.</li> <li>No one pays for government services such as city snow removal and streets.</li> </ul>	
<b>OSEUS Connection</b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
<a href="#">OSEU 1</a>	<ul style="list-style-type: none"> <li>Oceti Sakowin Tribal members use natural resources for trading.</li> </ul>	

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<b>Vertical Alignment</b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Explain how local government services are funded</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>• Identify the structure, roles, and responsibility of local government</li> </ul>
<b>C3 Framework Relevant Skills and Applications</b>		
<p><b>Evaluating Sources and Using Evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>D3.1.K-2.</b> Gather relevant information from one or two sources while using the origin and structure to guide the selection.</li> </ul> <p><b>Taking Informed Action:</b></p> <ul style="list-style-type: none"> <li>• D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</li> </ul>		
<b>Example strategies to reach depth and intention of the standard</b>		
<ul style="list-style-type: none"> <li>• List local government services</li> <li>• Have a class discussion and make a visual to help students understand taxes fund government services</li> </ul>		
<b>Possible Civic Engagement Activities</b>		
<p>These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.</p>		
<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>	
<ul style="list-style-type: none"> <li>• Take a field trip to a government service (firehouse, post office)</li> </ul>	<ul style="list-style-type: none"> <li>• Government services and taxes are both very abstract for students. By visiting a government service students will correlate the idea that the tax money is paying for these services in their community.</li> </ul>	